



Grades 2 – 3 : Peacebuilding and Reconciliation

Choose to live simply so others may simply live

// 130 – 150 MINUTES

How can inequitable access to resources lead to conflict, and how should we respond?

LEARNING OBJECTIVES

- Understand the correlation between the inequitable access to resources and the potential for conflict.
- Understand how Catholic Social Teaching principles can be applied to ensure that everyone's basic needs are met within conflict situations.

GUIDING QUESTION

What habits can we change so that others may live a dignified life free of conflict?

ASSESSMENTS

- I can communicate my ideas on conflict effectively.
- I ask why people are arguing to understand the causes of the conflict.
- I propose solutions to the problem of distribution in the game.
- I understand the importance of having enough to eat.

CURRICULUM EXPECTATIONS

Social Studies 2, 3
English Language Arts 2, 3
Health and Life Skills 2
Other: Mathematics 2, 3

TEACHING STRATEGIES

INQUIRY-BASED LEARNING

LEARN BY PLAY

CREATIVE PROBLEM RESOLUTION

Appendix includes Evaluation, Cross-Curricular Connections and Handout.

KEY VOCABULARY

Conflict

Dignity

Equality

Equity

Resources

PRINCIPLES OF CATHOLIC SOCIAL TEACHING www.devp.org/cst

Human Dignity: Every person is created in the image of God and is to be treated with respect. We have to think about the whole person: their mind, body, heart, soul, and environment. We have to recognize what we have in common and celebrate our diversity.

Common Good: We must consider others, and the whole human family, when we make decisions. God created the world for all of us to share.

Solidarity: As members of one global family, we are committed to the good of every person and group, and responsible to one another. Even if we are different, we are our sisters' and brothers' keepers, called to love one another.

Participation: Every person belongs to a community, and has the right and responsibility to contribute to the community. Only when each member is involved, according to his or her gifts, is the community complete.

Rights & Responsibilities: Every person has a right to live a decent life: to have food, clean water, a home, education, and work. Every person has a responsibility to help one another.

Peace: To love God and to love each other as God loves us, we must live with compassion. Peace is achieved when we live in right relationship with God and with each other.

PREPARATION

Familiarize yourself with the concepts of *Human Dignity* and interconnectedness:

- The Catholic Social Teaching (CST) principle of *Human Dignity*, and that all persons have a right to a dignified life, and all that entails. See definition of *Human Dignity* as well as other related Catholic Social Teaching principles above.
- Interconnectedness: We are all part of local and global systems and are connected to others around the world.

READINGS AND VIDEO

- Review the Token Game's instructions and the discussion guide in the See and Judge sections.
- Preview the 'One Human Family, Food for All' video, and have it ready to play for the first session: *Caritas Internationalis*. (2014, September 1). One Human Family, Food for All. [Video File]. Retrieved from: <https://www.youtube.com/watch?v=qhU5JEd-XRo>

MATERIALS

- Post-it Notes
- World Map

PREPARATIONS FOR TOKEN GAME

- Prepare one opaque bag of tokens for every 4 students in the class.
 - » 1 bag should contain 200+ tokens
 - » 1 bag should contain 115 tokens
 - » 1 bag should contain 100 tokens
 - » The rest of the bags should contain between 10-60 tokens
- Prepare a separate work station (groups of desks or tables and chairs) for each group of 4 students.
- Make enough copies of the Handout - Token Game Worksheet.

PART 1 – SEE

// 40 – 50 MINUTES

Teacher: *What do we, as human beings, need in order to live in dignity, no matter who we are or where we live?*

Human Dignity: Every person is created in the image of God and is to be treated with respect. We have to think about the whole person: their mind, body, heart, soul, and environment. We have to recognize what we have in common and celebrate our diversity.

Review the CST principle of *Human Dignity* and remind students that *Human Dignity* requires that we think of the whole person: their mind, body, heart, soul, and environment.

Teacher: *Everyone is different, but everyone shares the same basic needs. Can you name some of the basic needs that we all have in common?*

- Clean Water and Sanitation
- Food
- A Home / Shelter
- Family / Community
- Money / a job / fair wages
- Right to vote / democracy / have a say in decisions that affect us and our community
- Recreation (including children’s right to play)
- Tradition / Religion / Culture

Teacher:

We can see how these basic needs for a ‘dignified life’ enable each person to thrive as God intended. We may be different and want different things. For example, some of you may want to play soccer while others may prefer to draw or play lego. Some of you may want to become teachers, while others may want to be become firefighters or actors. The CST principle of Human Dignity dictates that everyone must have access to fair and good working conditions, rather than the type of work. All work, unpaid and paid, contributes to human society and thus work itself is dignified. We use the gifts which God have given us, not only for our own personal pleasure or profit but to benefit all of society.

DIGNIFIED LIFE

With the definition in mind, ask students to individually reflect on the things that are most important for a dignified life, and to write down the four things most important to them.

Then, students can work in small groups and each group can choose the 6 most important things to live a dignified life from among their individual lists, and write these on sticky notes. Each group will take turns presenting their 6 items to the class and sticking the notes in a column on the board. Once all groups have presented, the whole class can identify commonalities, prompting discussion if items like food, clean water, work/fair wage, education, community/family, etc... are missing, and add them to the board as needed.

Ask the students if they think all persons in the world have access to these basic human needs. Why or why not?

Explain that most things that are needed for a dignified life such as access to safe drinking water, right to food, etc...have been recognized by the United Nations, and many countries, as being basic Human Rights. Our faith recognizes that everyone has these rights to basic human needs, and also corresponding responsibilities, as described in the CST principle of *Rights & Responsibilities*.

Rights & Responsibilities: Every person has a right to live a decent life: to have food, clean water, a home, education, and work. Every person has a responsibility to help one another.

INTERCONNECTEDNESS: HOW ARE WE CONNECTED TO PEOPLE AROUND THE WORLD?

Use a world map, either on the wall or on the smart board, and mark the various countries that are mentioned through a conversation with the students about how we are connected with people around the world. Use the prompts below as a guide to explore with students the social, economic, political, and ecological ways in which Canadians are interconnected with others around the world:

- Have students check the tags of their clothing to see where they are made.
- Have students identify where their snacks come from:
 - » Sugar (largely from Brazil, India, Mexico...)
 - » Fruit: banana (primarily Central America and the Philippines)
 - » Etc...
- Do students have family living outside of Canada?
- Where are international meetings held? (For example, COP21, the United Nations gatherings on climate change)
- Where has the Canadian military been active? (especially if Canadian action in war zones has been in the news lately)
- If we emit pollution here in Canada, through water or air, does that pollution stay here or does it have effects further afield? How can what we do to the planet impact other people?

In summary, through a variety of ways – what Canadians purchase, what we eat, where our political leaders, military, or companies work – we are connected with people around the world, and affect their lives, and vice-versa.

Common Good: We must consider others, and the whole human family, when we make decisions. God created the world for all of us to share.

VIDEO

Watch the 'One Human Family, Food for All' video from *Caritas Internationalis*. As you go through the discussion questions below, you may need to re-watch the video. (It is quite short, so this is easily done).

Caritas Internationalis. (2014, September 1). One Human Family, Food for All. [Video File]. Retrieved from: <https://www.youtube.com/watch?v=qhU5JEd-XRo>

Whole class discussion following questions/topics:

- *The cause of the conflict.*
(Everyone wanting to have the food for themselves, despite being unable to feed themselves).
- *How the people felt when they were fighting for food.*
(Angry, frustrated, scared, etc).
- *How conflict can hurt people.*
(Ex. The danger to the one who almost fell, taking away one's capacity by breaking their tool, harm to the ones who were struck and who had soup spilled on them, etc....)
- *Who was the first one fed?*
(The one who did not have the capacity could not feed himself or others - as his spoon had been broken. This person was the most vulnerable).
- *What changes when people help one another?*
(We build community, we support each other, more things are possible when we work together, we can take care of each other, our different gifts and talents can be used for the good of all....)
- *Was the one who could not feed others any less worthy of being fed than those who could reach across the divide alone?*
- *Did all persons have the same role in helping each other?*
(No – The first person who reached across the circle did not have the strength to hold her spoon steady, and others supported her spoon, but it was her idea that brought about the teamwork).

EQUALITY AND EQUITY

Teacher: *Do we all have the same basic necessities in life, and do we have the same responsibilities?*

Use examples to help students see that in order to achieve the same things, different people have different needs:

- Some students require glasses or contact lenses to read while others students do not.
- Some students require a stool to reach the top shelf while others do not.
- Some people require more quiet thinking time, whereas other students need to talk out a problem, in order to find a solution.
- Related to the video: Some require more help (like the man with the broken spoon in the video), some carry more responsibility (the ones who are strong enough to reach across), while some provide leadership (the woman who had the idea of feeding each other).

Discuss with students how different needs, and our other differences, do not change a person's inherent value or *Human Dignity*, nor their right to have their basic needs met.

Explain the difference between **equality** (everyone having exactly the same things), and **equity** (every person having what they need). When we discuss what is fair and just in terms of *Human Dignity*, in terms of our faith, equality is not the goal – equity is.

TOKEN GAME

// 10 – 15 MINUTES

This activity will help students learn about the uneven distribution of resources, the connection between unequitable access to resources and the potential for conflict, and why listening to those involved in conflict is key to finding peaceful solutions.

STEP 1 // Divide the class into groups of 4 students, providing each group with a copy of the worksheet and a bag of tokens according to the following divisions:

- 1 group (select the smallest group if there is a group that is 2-3 students left over), receives 200+ tokens
- 1 group receives 115 tokens
- 1 group receives 100 tokens

The rest of the groups receive between 10-40 tokens.

STEP 2 // Explain to the students that each group represents a family from somewhere around the world, and that just like in the real world, people have different jobs and earn different amounts of money. The tokens represent how much they were paid this week, and they need to now buy food to eat. Each token is equal to one meal for one person, and ideally, people need/like to eat 3 meals a day. If you were to lay out tokens for every person to have three meals a day, there would be three tokens on each day for each student.

STEP 3 // Ask the students to lay out the tokens on the worksheet so that they can eat throughout the 5 days.

Groups that are finished dividing their tokens in a way that ensures that everyone has all their meals every day, can play with blocks, or engage in another appropriate reward-type activity. (Ensure that this activity does not disrupt others who are still sorting tokens).

To create the environment for this simulation:

- Take only questions on the clarification of the task. Do not respond to student's inquiries or complaints on not having sufficient tokens for them to eat through the week.
- The groups with less tokens will likely start arguing about who gets a token on which day. Let this be. Conflict and frustration are important to this simulation.
- Monitor to ensure groups who do not have enough tokens, assume that they have completed their task once they use up all their tokens. In this instance, they would not have the opportunity to "complete" the task due to the lack of tokens, and so in their case they are not able to engage in the reward-type activity.

STEP 4 // After allowing enough time for groups without enough tokens to be frustrated, gather the students' attention and point out that two of the groups are now enjoying the reward of being able to go on to other activities. Ask these groups to tell the struggling groups how they accomplished their goal. (Do not allow students from the struggling groups to interject).

STEP 5 // Allow a few more minutes for the groups without enough tokens to attempt to apply the advice from the groups who are playing.

PART 2 – JUDGE

// 40 – 50 MINUTES

STEP 1 // Ask all students to return to their desks, and write in their journals one sentence for each of the following prompts about the token activity:

- I noticed....
- I wonder why question...
- I think....

After sufficient time has passed, have students share their sentences with their neighbours.

Allow a few minutes for some students to share their thoughts with the whole class.

STEP 2 // Gather the class in a circle. Acknowledge that many students may have felt frustrated and that the game was not fair. Allow students from the groups without enough tokens to explain their situation to those who had enough, or more than enough tokens. Acknowledge that resentment and conflict can happen when resources are not properly shared.

STEP 3 // You can use the following prompts and discussion points facilitate a whole class discussion to help the students reflect on what they have experienced from a catholic perspective to discern the implications of this experience.

- Invite a few students to share their experience of conflict in the token game, be it the frustration of not having enough tokens, arguing over who gets to have a token on which day, or the jealousy of other groups getting to play while they were unable, though no fault of their own, to finish the task required.
- Invite a student or two to describe how it felt when the teacher did not acknowledge their inability to complete the task, but simply reinforced the rules.

Reinforce the importance of always listening to those experiencing difficulty to understand their perspective of the problem. Review the Catholic Social Teaching of *Participation*.

Participation: Every person belongs to a community, and has the right and responsibility to contribute to the community. Only when each member is involved, according to his or her gifts, is the community complete.

STEP 4 // Ask students to think about how this game might relate to dynamics in the real world, in Canada and elsewhere. Allow a moment of quiet, and take ideas. Ensure the groups recognize:

- Not everyone in the world has enough food or other rights, such as safe work, education, proper housing, etc.
- Some people in world have enough resources, and some have more than enough.
- Those who are struggling to meet their basic needs spend all of their time focusing on those needs, while those who do not have to worry about their basic needs can spend time doing other things including leisure activities.
 - » When someone lives in hunger, it interferes with their mental and physical abilities. When communities live in hunger, it is more difficult to fight for rights, solve conflicts, and work together to advance the community's goals.
- Conflict arises when rules are unfair, when people are excluded from the conversation.

STEP 5 // Ask the students: *If this were real food and real money, what could you do?*

Poll ideas and write them on the board, and then address the options in the following order.

Each course of action below includes the teaching points to discuss as you address that option.

To give students an active and physical break, you may want them to get in groups of 3 or 4 and talk about the above question for 3 – 4 minutes then come back as a larger group.

Depending on writing ability, some students could record their ideas.

SHARING:

Some students may mention sharing: those with more than enough resources (food/money) can give to those without.

- Notice how a few people have plenty to share, while many do not have enough to share.

Ask the students whether they are aware that the planet produces enough food for everyone in the world, and in fact, one third of the world's food is wasted every year while millions of people are hungry. (Source: UN Food and Agricultural Organization Statistical Yearbook 2012).

- Sharing our resources with others is called 'acting in charity'. Affirm that this is good, and it is what Christ calls us to do – to take care of our sisters and brothers when they are in need. From a Catholic perspective, access to food is an inalienable right and feeding those who are hungry is a responsibility.

Ask the students whether charity solves the fundamentally unfair nature of the game? (ie. the root cause of the problem: inequitable access to resources).

If necessary, ask them how the game would play out if everyone was given their 2nd week's wages, at the same level as the first week. Do the other groups want to continue relying on the charity of the groups with extra tokens? Is charity a sufficient solution, and if not, what else can we do to solve social problems such as hunger definitively?

STEALING:

Some students may mention stealing from those who have too much, much like Robin Hood who stole from the rich to give to the poor.

- Affirm that stealing is not OK, but that sometimes people see it as their only way of surviving. When someone is stealing in order to survive, we have to go beyond punitive responses and instead ask why they stole and find ways of helping them to regain their *Human Dignity*.
- Just as conflict can occur among a group when resources are limited, when entire groups of people who are struggling see that other groups have more than enough, inter-group conflicts can happen. Ask the students to think of examples of inter-group conflicts, such as cliques in schools, wars between groups of people or countries.
- Our faith calls us to practice *Peace*.

Peace: To love God and to love each other as God loves us, we must live with compassion. Peace is achieved when we live in right relationship with God and with each other.

Ask the students to discuss what is needed to have peace in their groups, and in their classroom? Ideas may include:

- Changing the rules of the game so everyone has enough,
- Allowing all students to contribute to analyzing and solving the problem, not just the students with more than enough tokens.

CHANGING THE RULES OF THE GAME:

Some students may mention changing the rules of the game.

- Earlier, we talked about having a dignified life, and how everyone deserves to have a dignified life.
Human Dignity: Every person is created in the image of God and is to be treated with respect. We have to think about the whole person: their mind, body, heart, soul, and environment. We have to recognize what we have in common and celebrate our diversity.
- A dignified life would include: A fair wage and safe working conditions so they can provide for their families, which eliminates the need for kids to work, allows time for recreation and education.

Optional: Discuss the CST principle of **Economic Justice:** People are more important than money. Every person has a right to dignified work, fair payment and safe workplaces.

Optional: If students bring the perspective that different jobs rightfully earn different pay, question the scale of variance in the system: How is it that some in the world get paid \$2 a day when they do work hard all day while others earn hundreds, thousands, of dollars each day? Yes, education and experience can be fairly rewarded with pay, but everyone deserves a dignified life. This is why some places enforce a minimum wage – but we need to ensure the minimum wage is adequate to the cost of living a dignified life.

STEP 6 // Ask the students whose voices should be included when discussing the rules of the game, and in making decisions about which rules to use?

- Affirm the principle of *Participation* – that everyone’s voice is needed.
- However, particular attention needs to be paid to those who are experiencing the difficulty, as they best understand their needs and conflicts. Relate this to a real work example, either from your community or an international example:
 - » Local: Why do families in our area need the food bank?
 - » Unemployment or under-employment or low-wages.
 - » Newly arrived families need language training before they can find a job
 - » Illness or death of a wage-earner.
 - » International: Why doesn’t everyone have access to potable (clean) water?
 - » Not all governments provide the service of clean water free of charge to their citizens.
 - » Sometimes companies are allowed to buy water sources, and sell water privately.
 - » Other times, pollution has made water sources unsafe for human consumption.

- In order to fully understand any social problem, such as lack of access to potable water, the perspectives and experiences of those who are affected by it should be taken into consideration in finding solutions.
- Sometimes, experts may also be consulted – in this example, engineers and other environmental scientists. We can learn from those with specific expertise on a given problem.

STEP 7 // You can use the following points to summarize the key ideas in this lesson:

- We cannot achieve peace unless every person’s needs are met. These include not only food, shelter, clean water, but also to have a voice, to be safe, to be able to go to school.
- Peacebuilding involves bringing people together, in respect, to recognize each other’s perspectives, and find equitable solutions.
- We, here in Canada, often have enough to share. We should continually seek to address the causes of conflict around the world; discern out where we sit in relation to the conflict; pay attention to those involved, and ask, what can we do here in Canada to help?

Recall the activity in the first session where the students identified the many ways they are connected to their sisters and brothers around the world. Ask the students to reflect on the responsibilities they have, considering how they are connected with people around the world, knowing what they know about Canada being among the wealthy countries in the world, and that not everyone has their basic needs met (both inside and outside of Canada)? What can we do here in Canada to help respect everyone’s dignity, build peace, and address conflict?

Everyone working together to solve problems that affect us all is called *Solidarity*.

Solidarity: As members of one global family, we are committed to the good of every person and group, and responsible to one another. Even if we are different, we are our sisters’ and brothers’ keepers, called to love one another.

PART 3 – ACT

// 50 MINUTES

Engage students in a basic 3-step conflict resolution cycle, and apply it to local and international scenarios (see below).

3-step conflict resolution cycle:

- Identify the conflict and its causes.
- Identify the roles and responsibilities of the various people/agents in the conflict.
- Identify a way to resolve the conflict: what can both or the various people/agents do to resolve the conflict, and in the future, to prevent it from recurring.

THINK-PAIR-SHARE for each scenario.

LOCAL: ROLE PLAY

Scenario 1

It is winter time and students are making snow forts on the school grounds.

A student from one group seems like he is destroying or taking some snow blocks from another fort.

A conflict arises.

What could you do to solve the conflict peacefully?

Scenario 2

There is a new tire swing in the playground. A group of 5 people are monopolizing the swing and there are many others who would like to try it.

How can you make this fair?

Scenario 3

The teacher bought a really cool hologram book for the classroom.

One of the students has borrowed it for a weekend.

Another student was supposed to have it on Wednesday night but the student who borrowed it for the weekend has not brought it back. She keeps on forgetting it at home.

Scenario 4

Two people want to play with the same game/toy/person but not necessarily with each other.

INTERNATIONAL: ASSESSING THE ROOT CAUSES OF A CURRENT SCHOOL PROJECT

Apply the basic 3-step conflict resolution cycle to a current school project or commitment.

Check-in with the students in a week's time to review what they have learned and how they would apply the 3-step conflict resolution cycle to either local or international scenarios.

APPENDIX

EVALUATION

Journal Entry (I notice, I question / wonder, I think) 14

CROSS CURRICULAR CONNECTIONS

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HANDOUT

Token Game Worksheet 17

Evaluation

Rubric Assessment Points as per Learning Objectives

JOURNAL ENTRY

I can question/notice/wonder why we can't all have as many meals.

DISCUSSION

I communicate my ideas on conflict using key words.

I propose solutions to the problem of distribution in the game.

I understand the importance of having enough to eat.

I ask why people are arguing before I propose a solution.

Cross Curricular Connections

ALBERTA EDUCATION PROGRAM OF STUDIES

SOCIAL STUDIES

GRADE 2

2.2 A Community in the Past

Students will demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among people ensure the continued growth and vitality of the community.

- 2.2.3** Appreciate the importance of collaboration and living in harmony (C, PADM)

Social Participation as a Democratic Practice

- 2.S.5** Demonstrate skills of cooperation, conflict resolution and consensus building:
- Demonstrate the ability to deal constructively with diversity and disagreement.
 - Consider the needs and ideas of others.

GRADE 3

3.1 Communities in the World

Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine and Peru.

- 3.1.2** Examine the social, cultural, and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:
- What determines quality of life? (CC)
 - How does daily life reflect quality of life in the communities (e.g., employment, transportation, roles of family members)? (CC, ER, GC)
 - How are decisions made in the communities? Who is responsible for making the decisions? (CC, PADM)
 - How do the individuals in the communities maintain peace? (GC, PADM)
 - How do the individuals and groups in the communities cooperate and share with other group members? (C, CC)

3.2 Global Citizenship

- 3.2.1** Appreciate elements of global citizenship:
- Recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them (C, GC)
 - Respect the equality of all human beings (C, GC, I)

Dimensions of Thinking

- 3.S.1** Develop skills of critical thinking and creative thinking:
- Evaluate ideas and information from different points of view.
 - Choose and justify a course of action.
 - Generate original ideas and strategies in individual and group activities.

ENGLISH LANGUAGE ARTS

GRADE 2

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

- Express ideas and develop understanding
- Contribute relevant ideas and information from personal experiences to group language activities.
 - Talk about how new ideas and information have changed previous understanding.
 - Express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts.

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.4 Discover and Explore

- Elaborate on the expression of ideas
- Add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts.

GRADE 3**General Outcome 1**

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

Express ideas and develop understanding

- Connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts.
- Explain understanding of new concepts in own words.
- Explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts.

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues

Use prior knowledge

- Identify the different ways in which oral, print and other media texts, such as stories, textbooks, letters, picture books and junior dictionaries, are organized and use them to construct and confirm meaning.

Use comprehension strategies

- Use grammatical knowledge to predict words and construct sentences when reading narrative and expository materials.
- Apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions.

HEALTH AND LIFE SKILLS**GRADE 2****Relationship Choices**

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Interactions

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

- R-2.7** Demonstrate an understanding of a strategy for conflict resolution; e.g., propose a compromise.

Handout

TOKEN GAME WORKSHEET

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
STUDENT 1					
STUDENT 2					
STUDENT 3					
STUDENT 4					